

JUDGES' RUBRIC

BNL Elementary School Science Fair

The primary purpose of a science project is to encourage students to think critically and to investigate. It helps the student discover how to learn.

The scientific method is a pattern of inquiry that forms a structure for advancing scientific understanding. The process: identify a problem, form a hypothesis, design and conduct an experiment, collect data, analyze results, and form a conclusion. Scientists, using this approach, have answered questions ranging from the simplest to the most complex.

Criteria	4	3	2	1
Question/ Hypothesis	Thoroughly developed, correctly stated with the control and test variables identified.	Sufficiently developed with reasonable relevancy.	Partially developed with some relevancy.	Major flaws and limited or no relevancy.
Investigation Procedures	Well-constructed test of above question/hypothesis. All components are arranged (materials, procedures, safety) so the investigation can be duplicated.	Reasonably constructed test with all components arranged so the investigation can be duplicated.	Partially constructed test: some components are missing, making investigation difficult to replicate.	Test is not relevant and insufficient information is available to replicate the investigation.
Investigation Thoroughness	The procedure was repeated more than twice. The student suggests a "next step" or "but what if?"	The procedure was repeated twice. Further suggestions are not discussed.	The procedure was performed once. Further suggestions are not discussed.	The procedure was performed incompletely or missing some steps. Further suggestions are not discussed.
Analysis/ Conclusions	Precise statement of results shows direct relationship to the question/hypothesis. Clear assumptions have been made from an accurate evaluation.	Reasonable statement shows good relationship to the question/hypothesis. Reasonable assumptions have been made from evaluation.	Some relationship to question/hypothesis; assumptions are minimally supported by evaluation.	No relationship to question/hypothesis. Assumptions not supported by evaluation.
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Creativity	Originality is evident in the topic, question, procedure, data collection, and materials used. The subject is one a child would find interesting.	Some originality is evident in the topic, question, procedure, data collection, and materials used. The subject is one a child would find interesting.	Some originality is evident in one aspect of the project. The subject is one a child might find interesting.	No originality is shown in any aspects of the project.
Support from Others	The project clearly reflects the student's own efforts. If adult help was given, it is acknowledged and explained clearly on the display board.	The project reflects the student's efforts in combination with an adult. Adult help is acknowledged clearly.	The project reflects much work done by an adult. Help is acknowledged somewhere within the project (display or report).	The project was obviously completed mostly by an adult. The student does not acknowledge help.
Organization/ Esthetics	Easy to follow sequence of the Scientific Method* presented in a detailed, interesting way. There are no misspellings, and the display is creative and neat.	Easy to follow sequence of the Scientific Method. There are no more than 2 misspellings, and the display is neat.	Somewhat difficult to follow because of lapses of the sequence of the Scientific Method. There are no more than 3 misspellings, and the display is neat.	Difficult to follow because of no sequence of the Scientific Method. There are many misspellings, and little attention is paid to how the display looks.

* The Scientific Method consists of: hypothesis/question, investigation/testing, analysis/evaluation, and conclusion.